DOCUMENT RESUME

ED 469 480 HE 035 340

TITLE	Investing in Success: Access to Higher Education. Report to the Governor and 2001 Legislature.
INSTITUTION	Minnesota Higher Education Services Office, St. Paul.
PUB DATE	2001-00-00
NOTE	35p.
AVAILABLE FROM	For full text: http://www.mheso.state.mn.us/pdf/GovReport2001.pdf.
PUB TYPE	Reports - Evaluative (142)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; Cooperation; *Delivery Systems; *Higher Education; Program Descriptions; Public Agencies; State Aid; *Student Financial Aid
IDENTIFIERS	*Minnesota; Student Support Services

ABSTRACT

This report highlights the functions, services, and programs offered to the state's citizens by the Minnesota Higher Education Services Office and the state's Higher Education Services Council. The Minnesota Higher Education Services Office works to provide high quality, statewide services to the citizens of Minnesota toward achieving student financial access to postsecondary education and enabling students to choose among postsecondary educational options. The Office is also concerned with protecting and informing educational consumers, producing independent statewide information on postsecondary education, facilitating interaction among and collaboration with organizations that share responsibility for education in Minnesota. A nine-member Higher Education Services Council (eight citizens and one student member), appointed by the Governor, oversees the work of the Office. Section describes student financial aid services, and section 2 discusses arrangements for tuition reciprocity. Section 3 discusses student and parent information provide by the Office. Section 4 describes the MINITEX Library Information Network, and section 5 discusses the library planning task force. Section 6 describes the Minnesota Education Telecommunications Council, and section 7 discusses consumer protection services provided by the Office. Section 8 deals with the collection and maintenance of data. Section 9 discusses federal programs and related state programs. (Contains 16 figures.) (SLD)

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Investing in Success

Access to Higher Education

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Preface

Meeting Minnesota's needs for the 21st Century will require that the state's citizens have access to and choice of opportunities for education beyond high school.

The programs, policies, and services of the Minnesota Higher Education Services Office and the Minnesota Higher Education Services Council represent strategic investments that have been successful in supporting access to post-secondary educational opportunities and knowledge for the state's citizens.

While building on an existing, successful foundation, the Office and Council propose to modernize current policies through innovations that enable programs to adapt to contemporary student needs.

The recommendations reflect an investment in the state's human capital by helping residents help themselves to successfully pursue and complete post-secondary opportunities that will result in significant economic and social returns to individuals and the state.

This report highlights the functions, services, and programs offered to the state's citizens by the Services Office and Services Council.

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Introduction

The Minnesota Higher Education Services Office works to provide high quality, statewide services to the citizens of Minnesota.

As its mission statement states, the Services Office, through its advocacy and actions, works to:

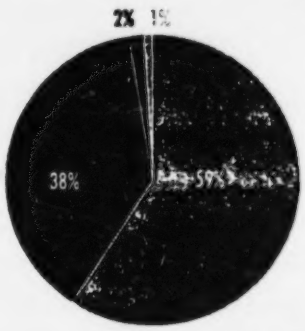
- achieve student financial access to post-secondary education;
- enable students to choose among post-secondary educational options;
- protect and inform educational consumers;
- produce independent, statewide information on post-secondary education; and
- facilitate interaction among and collaborate with organizations that share responsibility for education in Minnesota.

The Services Office operates with a staff of 83 and a total Fiscal Year 2000 budget of $244 million of which 59 percent comes from state appropriations, 38 percent from loan funds, and the remaining 3 percent from federal, special revenue, and miscellaneous funds (Figure 1). Ninety-eight percent of the $144 million in state general fund expenditures flows through the Services Office directly in grants to students and to institutions (Figure 2).

Figure 1 Resources, Fiscal Year 2000

Minnesota Higher Education Services Office

General Fund	$144,624,000
Loan Funds	93,551,000
Miscellaneous Revenue Fund and Special Revenue Fund	3,858,000
Federal Funds	2,399,000
Total	$244,432,000

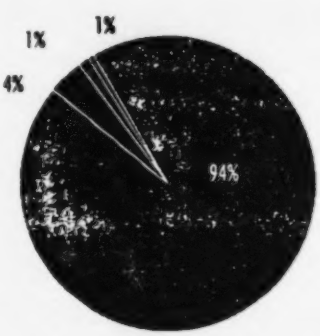


Source: Minnesota Higher Education Services Office

Figure 2 General Fund Expenditures, Fiscal Year 2000

Minnesota Higher Education Services Office

Grants to Students	$136,206,000
Grants to Institutions	5,638,000
Salaries	1,841,000
Other	940,000
Total	$144,625,000



Source: Minnesota Higher Education Services Office

Functions Range from Student Financial Aid Administration to Data Collection

Administration of State's Student Financial Aid Programs

The Services Office each year awards about $109 million in State Grants, $12 million in State Work Study, and $85 million in supplemental loans. Other programs include the Post-Secondary Child Care Grant Program, the Summer Scholarships for Academic Enrichment Program, the Public Safety Officers' Survivors Benefit Program, and the National Service Scholars Program.

The Services Office administers the Minnesota College Savings Plan which is expected to begin operation in spring 2001.

Negotiation and Administration of Statewide Interstate Tuition Reciprocity Programs

Minnesota has reciprocity programs with Wisconsin, North Dakota, South Dakota, and

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the Canadian province of Manitoba. Minnesota also has a limited agreement with one Iowa institution. The Services Office helps facilitate administration of the Midwest Student Exchange Program through which some students are able to enroll in certain Midwestern institutions and programs at reduced tuition rates.

Publication and Distribution to Students and Parents of Information about Academic and Financial Preparation, Including Financial Aid

The Services Office accomplishes this with publications, videos, its web page, and outreach to communities of color, low income families, and families with no previous higher education experience.

Approval, Registration, and Licensure of Private Collegiate and Career Schools

The Council consists of eight citizen members and one student.

Most private and out-of-state public institutions are required to be registered or licensed by the Services Office. Licensed institutions and institutions offering degrees are required to meet minimal standards, protect student records, and provide accurate and useful information to prospective and current students.

Staffing for Library Planning Task Force

This statewide entity is responsible for developing a vision of and plans for coordinated use of electronic library and information services, reviewing plans for coordinated use of electronic library and information services, reviewing plans for proposed library projects, and developing plans for a statewide, automated library information system.

The Services Office also oversees the MINITEX Library Information Network, a publicly supported network of academic, public, state agency, and special libraries working cooperatively to improve library services for their users.

Administration of Minnesota Education Telecommunications Council

This statewide body is responsible for the Learning Network of Minnesota. The Network connects all public campuses electronically via two-way interactive video, increasing the availability of degrees and programs throughout the state.

The Services Office is responsible for initiating activities to coordinate statewide policy development regarding the use of information technology in post-secondary education.

Collection and Maintenance of Student Enrollment and Financial Aid Data

These data, which include both public and private post-secondary education, are used to inform policymakers and the higher education community about trends and issues.

Administration of Statewide Federal Programs

These include a variety of grants to encourage community service projects and improve math and science teaching.

Prescribe Policies, Procedures, and Rules Necessary to Administer the Programs Under Its Supervision

The Services Office is authorized to prescribe rules for the programs under its management.

Citizen Council Oversees Work of Services Office

A nine-member Higher Education Services Council oversees the work of the Office. The Council, appointed by the Governor, consists of eight citizen members and one student. Citizen members serve for six years and the student two years. No more than five members can be from the same political party. The Council is responsible for:

- appointing the director of the Services Office;
- reviewing the performance of the Services Office; and
- communicating and making recommendations to the Governor and Legislature.

The Council receives advice from two advisory bodies that are authorized in statute—the Student Advisory Council, which includes a student leader from each higher education sector or system; and the Higher Education Advisory Council, which includes the leaders of each of the systems or sectors.

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Student Financial Aid

Financial Aid Helps Students and Families Invest in Post-Secondary Education

Education beyond high school is a sound investment for most students. Persons with more education typically earn more in the workplace. Further education also helps develop civic, cultural, and social values that contribute to a higher quality of life for individuals who obtain the education and for society at large.

Education beyond high school is expensive. Today in Minnesota, prices range from $200 for a course at community and technical colleges to well over $20,000 a year at the state's most expensive colleges and universities. Paying for the price of attendance takes proportionately more family resources from low and moderate income families than from higher income families.

Students and families have primary responsibility for paying for post-secondary education in Minnesota. Financial aid programs help families draw upon past, current, and future income to pay for post-secondary education. Minnesota's Design for Shared Responsibility policy helps to mitigate the disproportionate post-secondary education price burden faced by low and moderate income families.

The Higher Education Services Office is committed to assuring that Minnesota students and families from all economic backgrounds have the opportunity to invest in and obtain a post-secondary education that best meets their needs. To that end, the Office administers the following student and family post-secondary education financing programs.

- Minnesota State Grant Program
- Minnesota Work Study Program
- Student Educational Loan Fund
- Minnesota Post-secondary Education Child Care Grant
- Minnesota College Savings Plan

More information on the internet: www.mheso.state.mn.us
Click: Students and Parents/How to Pay

Student Financing Process

For most Minnesota students and families, completing the Free Application for Federal Student Aid (FAFSA) is the start of the post-secondary education financing process. Students and families report their income and net worth on the FAFSA. The federal government assesses the student's and the family's income and net worth and assigns a dollar amount they are expected to contribute to the student's education.

The federal government divides student aid applicants into dependent and independent students. Dependent students are under age 24, not married, not veterans, and do not have children. Conversely, independent students are age 24 or older, married, a veteran, or have dependent children. The federal government further divides independent students into those who are not married and do not have children, not married with children, married without children, and married with children.

Students and families have the primary responsibility in paying.

For dependent students, student and parent(s) income and net worth are reported, and the federal government determines an expected contribution from the student and the parent(s). The sum of the expected student and the expected parent contribution for dependent students is known as the Expected Family Contribution. For independent students, the income and net worth of the student and the spouse, if any, are considered and the financial expectation is reported as the Student Contribution. The results of the Federal Need Analysis are reported to the student and the financial aid office at the school the student expects to attend.

Expected contributions for some students and families cover the entire price of attending. For other families, financial aid administrators "package" or "award" financial aid to pay for the difference between the student and/or parent(s) expected financial contribution, as calculated by the federal government, and the price of attendance. Grants and scholarships do not cover the difference for most students. In the traditional financial aid model, shown in Figure 3, students are left with what is known as a "self help expectation" in excess of the federal government's expected Student Contribution. Students may meet their "self help expectation" from

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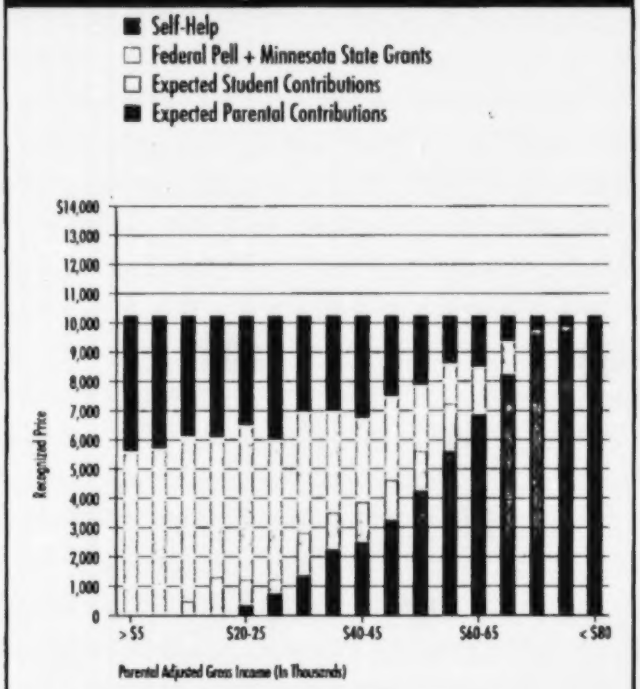
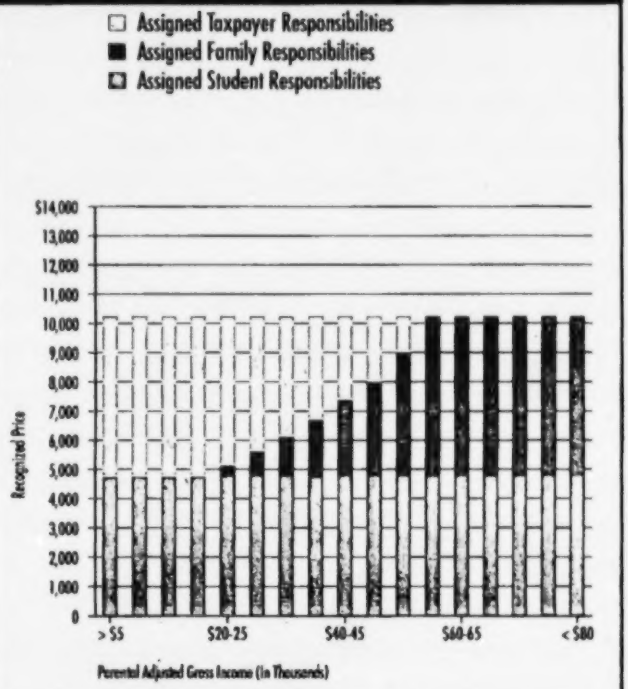
Figure 3 Traditional Student Aid Model



Source: Minnesota Higher Education Services Office

Figure 4 Minnesota's Design for Shared Responsibility Model



Source: Minnesota Higher Education Services Office

employment income and borrowed capital. Financial aid administrators help students access loan capital and find employment to help pay for their "self help expectation". In practice, the student self help expectations are concentrated among students from low and moderate income families.

The student's price is the critical variable in state policy.

Minnesota Policy Distributes the Price of Post-Secondary Education

Minnesota's Design for Shared Responsibility, as shown in Figure 4, avoids an after the fact student self help expectation by explicitly assigning responsibility for the entire recognized price of attendance to students, families, and, if necessary, taxpayers. Minnesota's policy expects of all students what the traditional Student Financial Aid model expects only of students from low and moderate income families. The portion of the recognized price assigned to students in Minnesota policy is known as the Assigned Student Responsibility. The portion of the recognized price assigned to families is known as the Assigned Family Responsibility. A Federal Pell Grant and/or a Minnesota State Grant fills any remaining recognized price after students and families have been assigned their financial responsibility. This final piece of the recognized price of attendance is known as Assigned Taxpayer Responsibility.

Minnesota's Design for Shared Responsibility also differs from traditional student aid practices by not packaging student aid for the student's Assigned Student Responsibility. The policy coordinates Federal Pell Grants and Minnesota State Grants to fill in any remaining recognized price after students and families fulfill their responsibilities.

The student's price of post-secondary education is the critical variable in Minnesota's student aid policy. The recognized price of

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attendance for students and families used in Minnesota's Design for Shared Responsibility is set by the Minnesota Legislature. It includes tuition and fees and a standard living and miscellaneous expense allowance. Specifically, recognized tuition and fees are defined as the lesser of average tuition and required fees paid by undergraduate students registered full-time or tuition maximums set as part of the appropriations process. The Minnesota Legislature sets the living and miscellaneous expense allowance as well.

The Design for Shared Responsibility policy recognizes the various prices associated with student attendance choices. For students registered for 15 credits or more, the recognized price of attendance in Fiscal Year 2000 ranged from $7,883 to $13,955 in the Minnesota State Grant Program. Students registering for as few as three credits are eligible to be considered for State Grant aid.

Assigned Student Responsibilities:

In Minnesota, students are expected to make an investment in their education regardless of their family economic situation. The Minnesota Legislature sets the student investment expectation, the Assigned Student Responsibility. The Assigned Student Responsibility was first set at 50 percent of the recognized price of attendance in 1983. It remained at 50 percent until the 1998 Minnesota Legislature lowered the Assigned Student Responsibility to 47 percent beginning in Fiscal Year 1999 and to 46 percent beginning in Fiscal Year 2001.

The Design for Shared Responsibility student investment expectation is analogous to a prescription drug co-payment or a house down payment. The policy recognizes that the price of attendance varies among colleges and universities and expects a greater investment from students who choose higher priced options. In effect, the policy says to students, "if you think a higher priced option is best for you, you ought to be willing to pay more for it".

Assigning students a share of the recognized price of attendance differs from the Federal government's student aid practice. Federal government practice results in assigning a larger Student Contribution to students who work and save than to students who do not. For students who choose not to work and save, the Federal government does not expect them to invest in their education. Minnesota's Design for Shared Responsibility expects students to invest in their education regardless of whether they choose to work and save prior to attending, work while attending, or work and pay off debt after attending. The policy is premised on post-secondary education being a smart investment, regardless of the student's family economic background.

The Design for Shared Responsibility sets the Assigned Student Responsibility the same for all Minnesota undergraduates attending the same post-secondary education institution paying the same price.

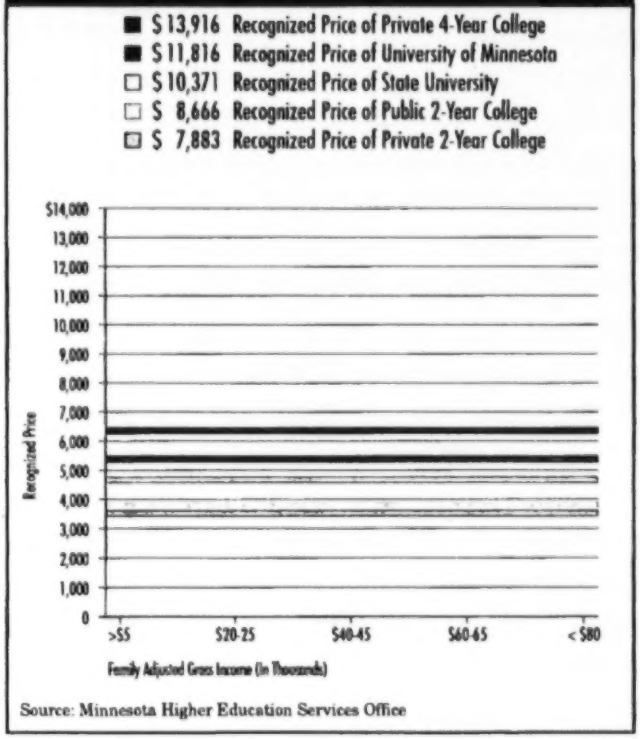
Price is an important consideration for students in selecting a college. The lower the price, the lower the dollar amount of Assigned Student Responsibility. Conversely, the higher the price, the higher the dollar amount of Assigned Student Responsibility. In Minnesota, students choosing higher priced institutions are expected to make a greater investment in themselves. Figure 5 illustrates increasing Assigned Student Responsibility as recognized price increases.

How students pay for their Assigned Student Responsibility is an important policy consideration. Most students are employed while in high school and while attending college. Students are employed primarily in the private sector. Additional opportunities for students to work while attending are provided by the Federal Work Study Program and the Minnesota Work Study Program.

Analysis by the Services Office has shown that if a student were to pay for his or her Assigned Student Responsibility with current income from employment, the number of hours required to work per week would range from 15 hours per week at the lowest dollar amount of Assigned Student Responsibility to 30 hours per week at the highest dollar amount of Assigned Student Responsibility if he or she worked 50 weeks per year at minimum wage. At average work study wages, the hours per week required at the lowest Assigned Student Responsibility would be 11 and at the highest Assigned Student Responsibility would be 24.

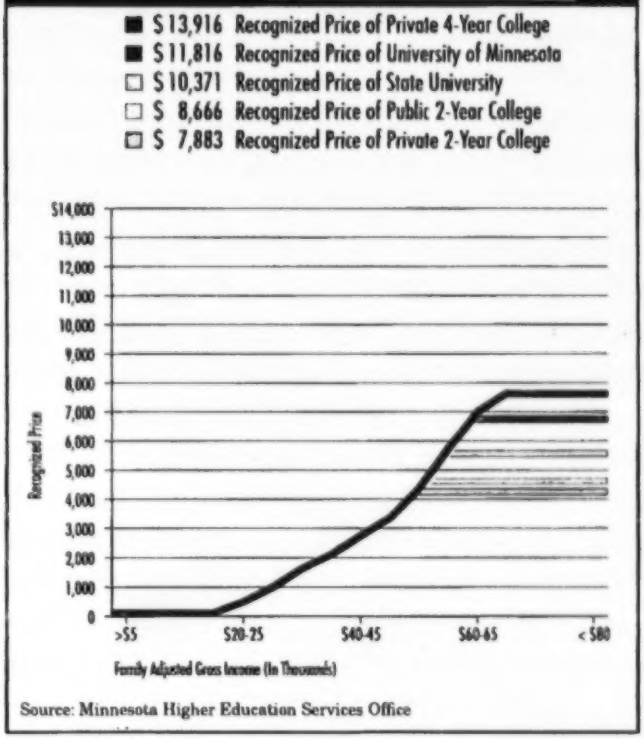
Students are expected to invest in their education regardless of their economic situation.

Figure 5 Assigned Student Responsibilities



Source: Minnesota Higher Education Services Office

Figure 6 Assigned Family Responsibilities (Dependent Student)



Source: Minnesota Higher Education Services Office

Most students are employed while in high school and college.

The Higher Education Services Office administers the Minnesota Work Study Program as a way to assist students in earning income to help pay for their Assigned Student Responsibility. Students participating in the Minnesota Work Study program may work on campus, with non-profit agencies, or for persons over age 65 or with disabilities. They may also work for a for-profit employer employing them as an intern in a position directly related to the student's field of study. Most Minnesota Work Study students are employed on campus. About three percent of Minnesota Work Study students are employed off campus.

Student maximum work study earnings are determined by the campus financial aid office. A student's earnings depend on the wage rate and the number of hours worked. Wage rates are set by the employer. Student work study wages are paid from the Work Study Program funds and employer funds. The employer must pay at least 25 percent of the student's wage.

While most students work while attending, many students also borrow at some time while attending. Students may borrow from a variety sources. Most, if not all, banks will loan students money to cover education expenses. Both the federal government and the state of Minnesota provide students with opportunities to borrow. Minnesota's Student Educational Loan Fund (SELF), administered by the Higher Education Services Office, provides an alternative source of loan capital to assist students in investing in college now and paying for it later.

Were a student to borrow to pay his or her Assigned Student Responsibility, his or her monthly payments for a subsidized Federal Stafford Loan would range from $46 at the lowest Assigned Student Responsibility to $81 at the highest Assigned Student Responsibility. These monthly repayment amounts would increase to $50 and $88 respectively if the stu-

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dent were to borrow with an unsubsidized Federal Stafford Loan.

Students with dependent children frequently encounter additional costs associated with obtaining a post-secondary education. Full-time child care for a 30 week academic year ranges from $3,500 to $7,000 in Minnesota. Students with dependents under age 12, who do not receive Minnesota Family Investment Program (MFIP) benefits, are eligible to apply for Minnesota Child Care Grants administered by the Higher Education Services Office. Child Care Grants are capped in statute at $2,000 per year.

Minnesota's Design for Shared Responsibility expects students who select more expensive institutions to make a greater investment in their education than students who select less expensive institutions. Assigned Student Responsibilities in Minnesota for students enrolled for 15 credits or more in Fiscal Year 2001 ranged from $3,626 to $6,419. Assigned Student Responsibilities are 46 percent of the recognized price of attendance at Minnesota post-secondary education institutions. In each case, students are expected to make a significant investment in their education and their future.

Assigned Family Responsibility:

Students are first assigned financial responsibility for the recognized price of attendance in Minnesota's Design for Shared Responsibility. The remainder of the recognized price of attendance, 54 percent, is assigned to families and, if necessary, taxpayers.

Minnesota's Design for Shared Responsibility uses the results of the Federal Need Analysis as the starting point for determining what parents of dependent students and independent students are expected to pay for their education beyond the Assigned Student Responsibility. Minnesota adjusts the results of the Federal Need Analysis, however. First, an additional $25,000 of family net worth is sheltered through a savings allowance. Second, the contribution expected from unmarried, independent students without dependents and married independent students without dependents is lowered 20 percent. This second adjustment recognizes that the Federal Need Analysis financial expectation is more rigorous for unmarried independent students without dependents and married independent students without dependents than it is for parents of dependent students and students with dependents.

Nevertheless, independent students are assigned a greater responsibility for their own education by both federal and state policy. Students take on a host of responsibilities that were previously the responsibility of someone else, namely their parents, by becoming independent. Independent students are assigned the Assigned Family Responsibility based on their own incomes, net worth, and family situation under Minnesota's Design for Shared Responsibility policy. Minnesota's policy is structured to avoid incentives for students to become independent in order to shift financial responsibility from their parents to taxpayers.

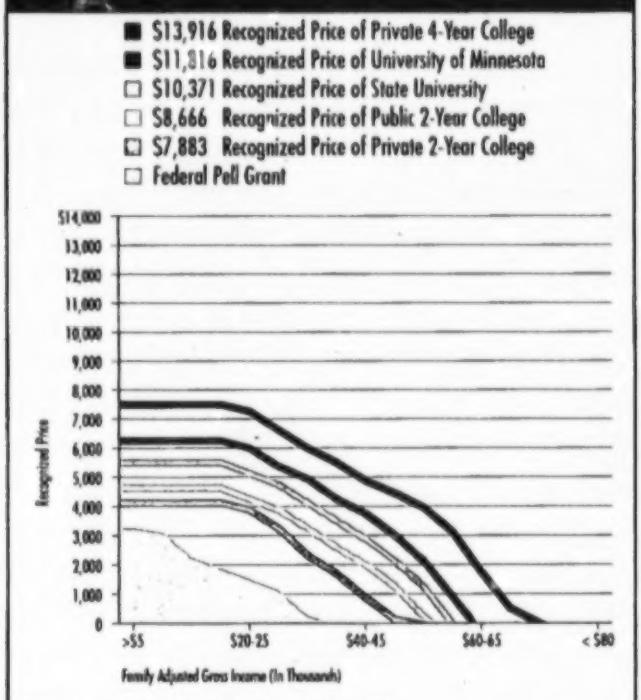
Independent students are assigned a greater responsibility for their education.

As family income and net worth increase, Minnesota policy assigns an increasing dollar amount of the Assigned Family/Taxpayer Responsibility to families, as shown on Figure 6. Where families are expected to pay less than the 54 percent of the recognized price, taxpayers provide financial assistance in the form of Federal Pell Grants and Minnesota State Grants. For families below about $50,000 adjusted gross income, the Assigned Family Responsibility is the same regardless of the institution the student attends. Beyond this income amount, families are expected to contribute more if the recognized price of the institution the student selects is more.

Families follow students in responsibility for paying for post-secondary education in Minnesota. As income and net worth increase, parents of dependent students and independent students themselves are expected to increasingly pay for post-secondary education.

The Assigned Family Responsibility is a significant financial expectation. Recent surveys have shown that many American parents worry about paying for their child's post-secondary education. Hope and Lifetime Federal individual income tax credits, available to families with up to $100,000 adjusted gross incomes, are effectively an after-the-fact rebate on what families are expected to pay for post-secondary

Figure 7 Assigned Taxpayers Responsibility



Source: Minnesota Higher Education Services Office

education. Hope and Lifetime tax credits represent a Federal policy response to family concerns about financing post-secondary education.

Several tax advantaged savings and investment products have also been developed to assist families in planning for post-secondary education expenses. Parents may take distributions from Traditional and Roth Individual Retirement Accounts for post-secondary education expenses and avoid the 10 percent additional tax on early withdrawals. Parents filing joint tax returns and earning under $160,000 adjusted gross income may make tax free withdrawals from Education IRAs for qualifying post-secondary education expenses. Families, within income limits, may also exclude United States Series EE Savings Bonds interest from their income when it is used for post-secondary education expenses.

The Minnesota College Savings Plan (EdVest) offers families tax deferred interest on investments. Earnings are taxed at the students' typically lower tax rate when the earnings are withdrawn for post-secondary education expenses. Families may invest up to a total $100,000 in the Minnesota College Savings Plan. Minnesota families with less than $80,000 family income are eligible for a Minnesota College Savings Plan matching grant. Investors in the Plan will have three investment options spanning the range of market risks. The Minnesota Higher Education Services Office and the Minnesota State Board of Investment have contracted with TIAA-CREF, Tuition Financing, Inc. to administer the Minnesota College Savings Plan and, pending further legislative action, are prepared to launch the Plan in Spring 2001.

Families follow students in responsibility for paying for post-secondary education in Minnesota. Families and taxpayers, if necessary, are expected to pay 54 percent of the recognized price of attendance. Assigned Family/Taxpayer Responsibility for students enrolled for 15 credits or more ranged from $4,257 to $7,536 in Fiscal Year 2001. As income and net worth increase, parents of dependent students and independent students themselves are expected to increasingly pay for post-secondary education. Taxpayers assist low and moderate income families in Minnesota's Design for Shared Responsibility by leveraging the Federal Pell Grant in coordination with the Minnesota State Grant.

Assigned Taxpayer Responsibility:

Taxpayer responsibility in Minnesota, as shown in Figure 7, is met by coordinating two government programs, the Federal Pell Grant and the Minnesota State Grant Program. Minnesota's Design for Shared Responsibility counts the Federal Grant contribution first, leveraging taxpayer contributions via the Federal Pell Grant before state taxpayer contributions through the Minnesota State Grant Program. For some families, the taxpayer contribution through Federal Pell Grants meets the entire taxpayer responsibility. Where it does not, state taxpayers cover the remaining portion of the recognized price with a Minnesota State Grant.

The policy goal in coordinating the two grant

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programs is to fully cover 54 percent of the recognized price with contributions from families and/or taxpayers. When taxpayers pay a larger share of their portion of the price through the Federal Pell Grant, they pay a smaller share of the price through the Minnesota State Grant. Conversely, if taxpayers pay a smaller share of their portion of the price through the Federal Pell Grant, they pay a larger share of the price through the Minnesota State Grant. In any case, taxpayers contribute to make sure the entire recognized price of attendance is covered only after students and families have been assigned their responsibility.

Other Student Financial Aid Programs

The Minnesota Higher Education Services Office serves as the fiscal agent for the Public Safety Officers' Survivors Benefit Program and the Summer Scholarships for Academic Enrichment Program.

Dependent children under age 23 and the spouses of safety officers killed in the line of duty are eligible for the Public Safety Officers' Survivors Program. Student eligibility is determined by the Minnesota Department of Public Safety. The Services Office is obligated to fund students declared eligible by the Department of Public Safety. The program awarded $35,523 in Fiscal Year 2000 to 13 recipients.

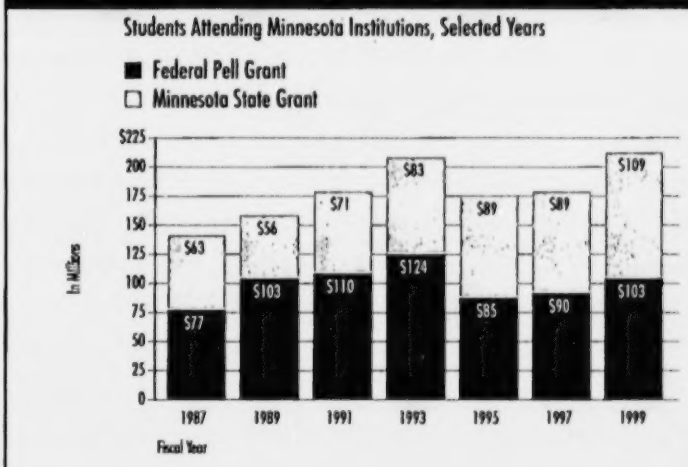
Students from low income families in grades 7 through 12 who want to enrich their learning during the summer in programs offered on post-secondary campuses are eligible for the Summer Scholarships for Academic Enrichment Program. Students are eligible for awards up to $1,000. A total of 284 students was awarded $189,400 in Fiscal Year 2000.

Highlights

The Design for Shared Responsibility Distributes the Entire Price of Post-Secondary Education

- All Minnesota undergraduate students are expected to make a significant investment in their own education through the Assigned Student Responsibility.
- As family income and net worth increase, families are expected to pay an increasing portion of the recognized price of attendance.
- Taxpayers, if necessary, contribute to the recognized price of attendance only after students and families have been assigned financial responsibility.
- Taxpayers meet their financial responsibility through the coordination of the Federal Pell Grant and the Minnesota State Grant.

Figure 8 Federal Pell Grants and Minnesota State Grants



Source: Minnesota Higher Education Services Office

Design for Shared Responsibility Reduces Post-Secondary Education Financial Responsibility for Low and Moderate Income Families

- Low and moderate income families had their share of the recognized price of attendance reduced by $212 million in Fiscal Year 1999 through Federal Pell and Minnesota State Grants, as shown in Figure 8.
- A total of 62,802 low and moderate Minnesota families had their post-secondary education financial responsibility reduced with a Minnesota State Grant in Fiscal Year 2000.
- A total of 88 percent of Minnesota State Grant awards were to families with Federal Adjusted Gross Incomes below $50,000, as illustrated in Figure 9.
- A total of 92 percent of combined Federal Pell

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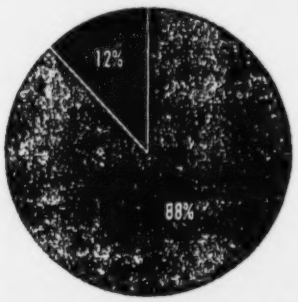
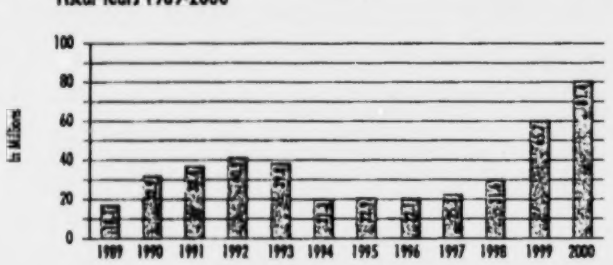
Figure 9 Minnesota State Grant Awards for Fiscal Year 2000


Families with less than $50,000 Federal Adjusted Gross Income
Families with more than $50,000 Federal Adjusted Gross Income
12%
88%

Source: Minnesota Higher Education Services Office

Figure 10 Student Educational Loan Fund (SELF) Loans Disbursed



Source: Minnesota Higher Education Services Office

and Minnesota State Grant awards were to families with Adjusted Gross Incomes below $50,000.

Minnesota Student Work Study Provides Current Income for Students to Help Meet Their Assigned Student Responsibilities

- Campus jobs have been shown to be an effective incentive for students to progress toward a post-secondary education certificate or degree.
- A total of 11,481 students in Fiscal Year 2000 were employed through the Minnesota State Work Study Program.
- The Minnesota Work Study Program provided $11,715,515 in employment compensation to students in Fiscal Year 2000.

The SELF Loan Program Provides Competitive Loan Capital to Students Who Choose to Use Future Income to Meet their Assigned Student Responsibilities

- Since 1989, the students have borrowed $444,000,000 with 148,000 SELF loans as of calendar year 2000, as seen in Figure 10.

Child Care Grants Expand Educational Opportunities for Parents

- A total of 2,659 students were assisted in obtaining child care for their dependents with $4,151,174 in Child Care Grants in Fiscal Year 2000.

Recommendations:

The Services Council and Office are recommending several initiatives for the 2002-2003 biennium:

- **a $37 million enhancement in the State Grant Program**, which includes: enabling students to keep pace with rising prices by funding a 2.5 percent per year increase in components of the price used to calculate State Grants; calculating State Grants based on actual tuition and fees charged to students at their institutions rather than on a single charge; and allowing students to remain eligible for State Grants until they have received a bachelor's degree.
- **a $6 million enhancement in the State Work Study Program** with a policy change to allow financial aid administrators to make awards up to the amount of the student's share under the Design for Shared Responsibility.
- **an increase of $4.3 million in the Child Care Grant Program** with an increase in maximum award per child from $2,000 to $2,500 and a broadening of eligibility to include proprietary schools.
- **an increase of $100,000 in the Summer Scholarships for Academic Enrichment Program** to include low income fourth-sixth grade students.

Tuition Reciprocity

Promoting Student Access and Choice

The purpose of tuition reciprocity is the mutual improvement of educational advantage for the residents of Minnesota and other states or provinces with whom agreements are made, *Minnesota Statutes 136A.08*. A student's opportunity to enroll in a post-secondary institution that best meets his or her educational needs is improved through tuition reciprocity. Tuition reciprocity enhances student access to post-secondary education by eliminating non-resident admission barriers and reducing non-resident tuition prices.

Through its mission, the Higher Education Services Office is committed to helping students achieve financial access to post-secondary education and enabling students to choose among post-secondary educational options. Tuition reciprocity agreements support the Services Office's mission by reducing price and admissions barriers at public institutions outside the student's state or province of residence.

Under tuition reciprocity, a Minnesota resident is considered a resident of Wisconsin, North Dakota, South Dakota, Manitoba, or the Iowa Lakes Community College attendance area for purposes of admission to public post-secondary institutions in those jurisdictions. Similarly, a resident of jurisdictions with which Minnesota has an agreement is considered a Minnesota resident for purposes of admission to Minnesota public post-secondary institutions.

A Minnesota resident enrolled in an undergraduate or graduate program at a public institution in Wisconsin, North Dakota, South Dakota, Manitoba, or Iowa Lakes Community College does not pay higher non-resident tuition rates. Similarly, a resident of Wisconsin, North Dakota, South Dakota, Manitoba, or the Iowa Lakes Community College attendance area enrolled at a Minnesota public institution does not pay higher non-resident tuition rates.

The Services Office is responsible for negotiating and administering tuition reciprocity agreements. The University of Minnesota Board of Regents and the Minnesota State Colleges and Universities Board of Trustees must ratify the agreements. Modifications to Minnesota's tuition reciprocity agreements are negotiated as needed, as shown in Table 1.

Table 1 History and Status of Tuition Reciprocity

Agreement	*Start*	*Length of Agreement*
Minnesota/Wisconsin	Academic Year 1968-69	Ongoing, renegotiated in 1997
Minnesota/North Dakota	Academic Year 1975-76	Ongoing, renegotiated in 1995
Minnesota/South Dakota	Academic Year 1978-79	Ongoing, renegotiated in 1996
Minnesota/Iowa	Academic Year 1978-79	Ongoing
Minnesota/Manitoba	Academic Year 1989-90	Ongoing

Source: Minnesota Higher Education Services Office

Reciprocity Student Enrollment

Students' participation in tuition reciprocity has grown since Minnesota first entered an agreement with Wisconsin for academic year 1968-69, as shown in Figure 11. Over 36,000 tuition reciprocity students were enrolled in public institutions in fall 1999. In fall 1999, for example, 20,476 Minnesotans enrolled as reciprocity students at reciprocity institutions outside Minnesota. Correspondingly, 16,070 non-Minnesotans enrolled in Minnesota public post-secondary institutions as reciprocity students.

Reciprocity agreements reduce price and admissions barriers.

Nearly 80 percent of Minnesota residents enrolled as reciprocity students selected institutions located near the Minnesota border. A total of 3,005 Minnesota residents enrolled as reciprocity students at North Dakota State University in Fargo in fall 1999, more than at any other reciprocity institution (Figure 12). A total of 9,669 Minnesota residents enrolled as reciprocity students at University of Wisconsin comprehensive institutions in fall 1999, with enrollment concentrations at border institutions located in Superior, LaCrosse, Menomonie, Eau Claire, and River Falls.

Nearly 85 percent of non-Minnesota resident reciprocity students are enrolled in Minnesota institutions located near Minnesota's borders. A total of 5,803 of these students enrolled at the University of Minnesota-Twin Cities, more than any other Minnesota institution. A total of 9,231

More information on the internet: www.mheso.state.mn.us
Click: Students and Parents/How to Pay

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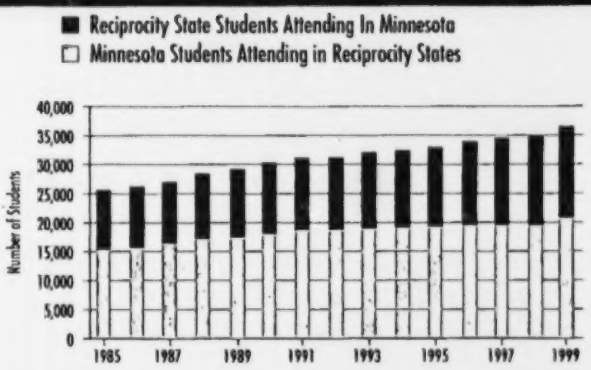
Figure 11 Reciprocity Fall Headcount Enrollment



Source: Minnesota Higher Education Services Office

of these students were enrolled at MnSCU institutions, with concentrations at Minnesota State University-Moorhead, Northwest Technical College, and Winona State University.

Financing Tuition Reciprocity

Students and taxpayers share tuition reciprocity financing responsibility in the Minnesota/ Wisconsin and the Minnesota/North Dakota agreements. In these two agreements, students and taxpayers are responsible for the marginal instructional cost of educating each student. Marginal instructional costs are defined as 64 percent of instructional costs. Minnesota's other agreements do not require a payment.

Students are responsible for a portion of the marginal instructional cost in the North Dakota and Wisconsin agreements. Students meet this responsibility by making tuition payments. Typically, tuition rates for undergraduate students are set at or near a rate used at a comparable institution in the student's home state. For example, a Minnesota resident undergraduate student attending the University of Wisconsin-River Falls pays a tuition rate similar to the rate he or she would pay at Metropolitan State University in Minnesota. Correspondingly, a Wisconsin resident undergraduate student attending Metropolitan State University in Minnesota would pay a tuition rate similar to the rate he or she would pay at the University of Wisconsin-River Falls.

Taxpayers are responsible for that portion of the marginal instructional cost left after students have paid tuition. For example, in academic year 1998-99, Minnesota's marginal instructional cost obligation to Wisconsin was $55.2 million. Students reduced Minnesota's obligation by $35.7 million in tuition payments. Minnesota was left with a net state obligation of $19.5 million. Wisconsin's marginal instructional cost obligation to Minnesota was $44.5 million. Students reduced Wisconsin's obligation by $27.5 million. Wisconsin was left with a net state obligation of $17.0 million. Because Minnesota's remaining marginal instructional cost was $2.5 million higher than Wisconsin's, Minnesota made a $2.5 million payment to Wisconsin. It is this portion of tuition reciprocity financing that comes before the Governor and the Legislature for appropriations.

The basic formula for calculating each state's tuition reciprocity financial obligations follows.

Total number of student credits
x Marginal instructional costs per credit
= Gross state financial obligation
- Student paid tuition
= Net state financial obligation

The formula is calculated for each campus and level of instruction, undergraduate and graduate. The results are summed to determine each state's net financial obligation. The agreement with North Dakota uses a simplified formula similar to the formula used with Wisconsin. It is based on the difference in the flow of students between the states. Technical College students are included in the Minnesota/North Dakota payment calculation, but are excluded in the Minnesota/ Wisconsin payment calculation as agreed to by both states.

Marginal instructional costs in Minnesota's agreements with North Dakota and Wisconsin exceed $150 million annually. Students significantly reduce this amount through tuition payments, and the states settle up based on the difference between the state net obligations. The amount appropriated by the Legislature for tuition reciprocity is typically about four percent of the underlying reciprocity financing.

Based on student attendance decisions, marginal instructional costs, and student tuition rates, Minnesota has made combined payments

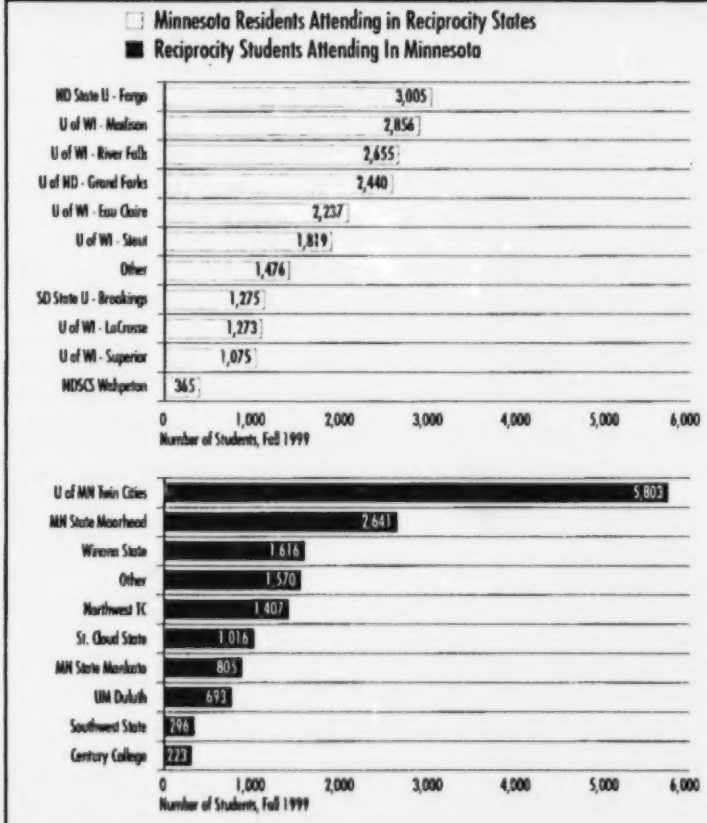
to North Dakota and Wisconsin of between $1.5 million and $9.0 million annually since Fiscal Year 1974 (Figure 13). Minnesota's tuition reciprocity payments have varied as much as $4.0 million between any two fiscal years.

The difference in net state obligations for Minnesota's agreements with North Dakota and Wisconsin are projected to increase from $4.2 million in Fiscal Year 2001 to $5.25 million in Fiscal Year 2002 and $5.25 million in Fiscal Year 2003. The Services Office's projections are based on increasing marginal instructional costs, tuition rates paid by Minnesota reciprocity students attending in Wisconsin, and larger increases in the number of Minnesota residents attending in Wisconsin and North Dakota than increases in the number of Wisconsin and North Dakota residents attending in Minnesota.

Recommendations:

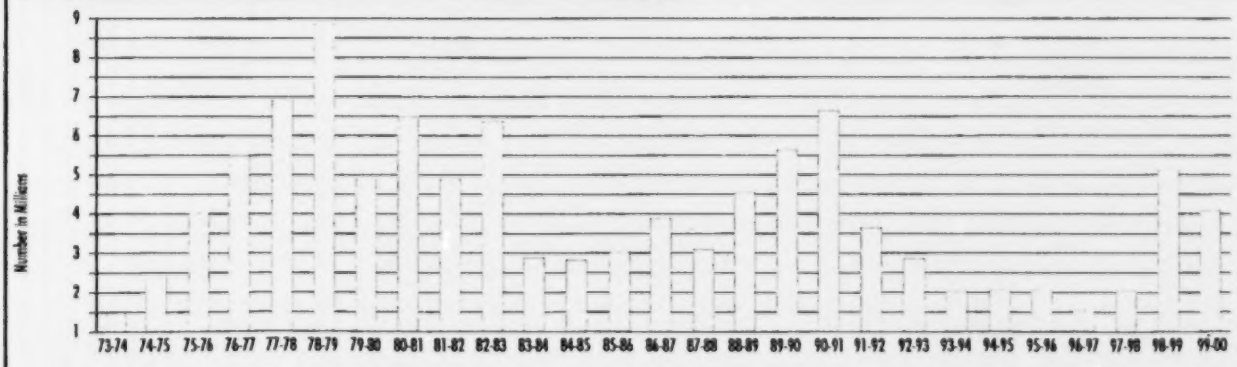
An increased appropriation of $750,000 in Fiscal Year 2002 and $750,000 in Fiscal Year 2003 is proposed to fund Minnesota' financial obligations to North Dakota and Wisconsin. Interstate payments fluctuate with changes in instructional costs, tuition rates and enrollments.

Figure 12 Tuition Reciprocity Fall 1999 Headcount Enrollment at Selected Institutions


Minnesota Residents Attending in Reciprocity States
Reciprocity Students Attending In Minnesota
ND State U - Fargo 3,005
U of WI - Madison 2,856
U of WI - River Falls 2,655
U of ND - Grand Forks 2,440
U of WI - Eau Claire 2,237
U of WI - Stout 1,819
Other 1,476
SD State U - Brookings 1,275
U of WI - LaCrosse 1,273
U of WI - Superior 1,075
MDSCS Wahpeton 365
0 1,000 2,000 3,000 4,000 5,000 6,000
Number of Students, Fall 1999
U of MN Twin Cities 5,803
MN State Moorhead 2,641
Winona State 1,616
Other 1,570
Northwest TC 1,407
St. Cloud State 1,016
MN State Mankato 805
UM DuLuth 693
Southwest State 296
Century College 223
0 1,000 2,000 3,000 4,000 5,000 6,000
Number of Students, Fall 1999

Source: Minnesota Higher Education Services Office

Figure 13 Tuition Reciprocity Interstate Payments: Minnesota Net Payments



Source: Minnesota Higher Education Services Office

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Student and Parent Information

Services Office Provides Access to Information and Early Awareness

The Higher Education Services Office provides information to students and parents about planning and preparing for educational opportunities beyond high school. Without reliable, timely information, families may make ill-informed decisions or rule out higher education altogether.

Gaps in educational opportunity remain for many students.

Studies indicate that many parents and students:

- lack information about financial and academic preparation;
- have misperceptions about the costs of different types of colleges;
- have little knowledge about financial aid; and
- are not saving at all or nearly enough to pay for college costs.

Among the least informed are low income families, families of color, or families with little or no post-secondary experience. Despite efforts to expand access to post-secondary education for these populations, significant gaps in equal educational opportunity remain for many students.

These gaps in opportunity have widened, rather than narrowed, over the past 25 years.

More information on the internet: www.mheso.state.mn.us
Click: Students and Parents

While financial aid has helped support access to higher education, it has not been enough to get many students to the doors of college.

The Services Office has developed several information and intervention strategies to communicate with students and parents. The Office provides information to all eighth grade students about planning for life after high school; informs parents with children of all ages about academic and financial planning for their children; distributes and presents information about financial aid and tax benefits; and develops information for school counselors, as seen in Table 2.

These efforts use a variety of media, including publications, videos, and the Internet. They involve outreach to community organizations and agencies, minority papers, and other precollege programs.

Through the Get Ready! program, counseling and information have been provided to students and parents since 1995-96. Minnesota was one of nine states selected to participate in the Federal National Early Intervention Scholarship and Partnership Program. The 1997 Minnesota Legislature appropriated funds

Table 2 Student/Parent Information Strategies

Strategy	*Key Products*	*Distribution*
Inform all parents	*Get Ready* magazine, video, and newsletter	100,000 distributed
Inform elementary-aged school children	*Financing Your Future, What Will I Be?* and *The Great College Mystery* workbooks	4,000 distributed
Encourage planning by eighth grade students	*Future Choices* magazine and video, teacher and student curricula; and *Youniversity*	80,000 distributed
Inform families about financial aid	*Focus on Financial Aid* magazine and video presentations, web page	135,000 distributed
Provide high school counselors with resources	*Counselor's Guide*	700 to high schools, colleges, and other organizations
Inform adults beginning or returning to school	*For Adults Beginning or Returning to Higher Education*	3,000 distributed

Source: Minnesota Higher Education Services Office

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for early intervention to supplement these federal grant funds.

In summer 1999, Minnesota was one of 21 states selected to receive a five-year federal grant of $8.5 million under the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) Program. Through this state and federal partnership, the Get Ready! program provides the following services:

- Counseling, information, and academic support for children in grades 4-8 and parents of color, low incomes, or no previous post-secondary education.
- Curricula that cover goal setting, career awareness, paying for college, and higher education options.
- College planning presentations and theatre performances on preparing for college given to elementary and middle school classes.
- Monthly meetings of staff with students on a one-on-one basis or in small groups to present the curriculum. Students also participate in events and activities, such as a career expo, higher education night, career field trips, and college visits.

To help sustain a continuum of service to low income students through high school, the 1999 Legislature appropriated funds to the Services Office, which has enabled the agency to create the Intervention for College Attendance Program.

For the 2000-2001 biennium, the Services Office awarded 10 grants to post-secondary institutions and community agencies aimed at enhancing or expanding programs that provide services such as mentoring, tutoring, information about college options, parental involvement, and summer academic experiences to low income students.

In summer 2000, the Services Office received an AmeriCorps-Youth Works grant, which will be used to recruit members to supplement Get Ready! early awareness activities.

Highlights:

Future Choices Helps Eighth Graders Prepare

About 80,000 copies of *Future Choices* are distributed each year to Minnesota eighth grade students to encourage early, careful planning for future education. Major focus is on what classes to take in high school. The *Future Choices* magazine and video continue to receive positive responses from counselors following a major redesign of the materials in 1998.

Get Ready Informs Parents about Academic and Financial Preparation

The *Get Ready* magazine, centerpiece of the parent information project, is distributed to about 100,000 parents each year. About 80,000 go to 1,200 schools for distribution to parents of fifth grade students. A special insert provides information on federal and state tax benefits for college and saving incentives. A media campaign each year helps promote the *Get Ready* messages about the importance of academic and financial planning.

Get Ready Workshop Informs Parents

Each year, the Services Office presents a Get Ready Workshop, a free three-hour seminar where parents can learn how to prepare themselves and their children for post-high school education. The 1999 Workshop was held at the University of St. Thomas, and the 2000 Workshop was held at Augsburg College. In addition, the Services Office each summer provides information to thousands of Minnesotans at its State Fair booth in the Education Building.

Guide Continues to Inform Counselors about Post-Secondary Education Opportunities

The *Counselor's Guide*, a three-ring binder with information about post-secondary education admissions requirements and programs, is provided free each fall to Minnesota high schools. An additional 218 copies were purchased in 1998-99 and 177 in 1999-2000 by

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other organizations, including libraries, colleges, and community organizations.

Services Office Collaborates with Minnesota Careers

The Services Office became a partner in the development of the 2000-2001 edition of *Minnesota Careers* which is published annually by the Minnesota Department of Economic Security and other partners – the Minnesota Department of Children, Families, and Learning, ISEEK (the Minnesota Internet System for Education and Employment Knowledge), and the Minnesota Department of Labor and Industry. As a result of the partnership, additional information was included on financial aid and planning for college. The Services Office also is a partner in ISEEK.

Get Ready! has helped students learn about colleges and careers.

Information on Financing Post-Secondary Education Expanded

The Services Office continues to expand its communication of information about paying for college. Each year, about 140,000 copies of *Focus on Financial Aid* are distributed to students and parents at schools, the State Fair, the National College Fair, and other locations. A video is available to supplement the magazine. A summary version is available in English, Spanish, Hmong, and Somalian.

The Services Office provides free presentations on financing to groups of students and parents. In the past year, 120 presentations were provided to 2,590 people at a variety of locations, including public, private, and charter schools, community organizations, churches, and community education programs. Under the sponsorship of American Express, the Services Office in 1999 presented six regional workshops around Minnesota on paying for college. With continued support from American Express, the Services Office is planning a new series of workshops throughout Minnesota. The Services Office also is collaborating with the Insurance Federation of Minnesota and several other public and private sector partners to launch in 2001 a college awareness campaign. Further efforts to promote financial preparation for college will occur in conjunction with the launch of the Minnesota College Savings Plan in 2001.

Redesigned Web Site Informs Families

A major redesign of the agency's web page has been completed; it focuses on information for students and parents and how to pay for college. The web page enables families to find the prices of colleges in Minnesota and neighboring states, learn about higher education tax credits and savings programs, learn about state and federal financial aid programs, estimate financial aid eligibility, apply for interstate tuition reciprocity benefits, and play a campus trivia game.

From June 2000 to mid-November 2000, 85,000 hits on the web site were recorded. The most popular page was the online tuition reciprocity application with 4,395 hits followed by news releases, 3,093, the Minnesota College Savings Plan, 2,971, search page 2,877, and SELF online counseling, 2,467.

Get Ready! Program Expands Information to Students, Families

As a result of the GEAR UP grant funding, the Get Ready! program has expanded significantly its service to low income elementary school students and parents—from approximately 400 students in 1998-99 to a projected 1,000 students in 2000-01.

In the past two years, the program has expanded in the Twin Cities and Duluth, and new sites have been opened in Cloquet, St. Cloud, Bemidji, and Willmar. During summer 2000, the program facilitated summer academic enrichment opportunities for some 120 Get Ready! students.

Additional students are reached through College Planning Presentations in which staff speak to entire classes of students. In 1999-2000, about 3,000 students were informed about college through approximately 100 presentations. In 2000-2001, about 7,500 students will receive college planning presentations.

During 2000-2001, approximately 35,000 students will learn about college through theatre performances in 150 elementary and middle schools presented by Climb Theatre actor-edu-

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cators. Following the performances to entire grades, the actor-educators make classroom presentations, and parent information nights are held at several schools.

New curricula on higher education have been developed to supplement existing curricula on career awareness, *What Will I Be?*, and financing, *Financing Your Future. The Great College Mystery* has been designed for elementary school students, and *Youniversity* has been prepared for middle school students.

Several Get Ready! initiatives are under way. They include a middle school component for Get Ready! students who have not been connected to existing middle school programs; an expanded parental involvement effort; a College Corps in which college students are recruited to provide tutoring, mentoring, and other services to Get Ready! students; a plan to connect Get Ready! students with existing tutoring programs; development of a comprehensive database; and production of Get Ready! introductory videos in four languages.

End of year evaluations for 1998-99, as shown in Tables 3 and 4, indicated that the program has helped students understand the importance of going to college, the importance of accomplishing a goal, different ways to pay for college, and what a college campus looks like. The program has helped students learn about careers, motivated them to attend school every day, do well in school, and prepare for their future.

In fall 1999, the Services Office sponsored the second Early Intervention Collaboration Conference, in conjunction with Metropolitan State University. Representatives of various early intervention programs and partner organizations heard national perspectives on early intervention and shared information about different aspects of early intervention programs, such as recruiting, evaluation, parental involvement, and event planning.

Recommendations:

The Services Office and Council are recommending that the 2001 Legislature fund two additional Get Ready! sites in Greater Minnesota ($100,000 in Fiscal Year 2002 and $125,000 in Fiscal Year 2003), increase funding ($500,000 per year) for Intervention for College Attendance Program growth, and support ($55,000 in 2002 and $60,000 in 2003) the translation of additional materials in different languages.

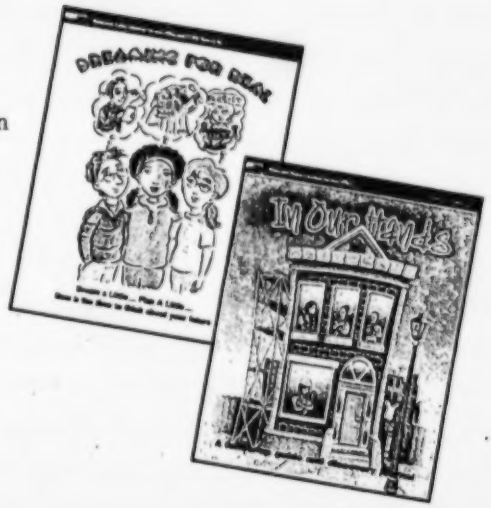

Table 3 End-of-Year Student Get Ready! Evaluation

165 Responses

Get Ready has:	*A Lot*	*A Little*	*Not at All*
Helped me understand the importance of going to college	96%	3%	11%
Taught me the importance of accomplishing a goal	95%	4%	1%
Helped me learn about careers	94%	4%	2%
Motivated me to do well in school	86%	11%	3%
Encouraged me to attend school every day	82%	15%	3%
Helped me understand what college campuses look like	88%	10%	2%
Helped me understand different ways to pay for post-secondary education	95%	4%	1%
Helped me prepare for my future	94%	4%	1%

Source: Minnesota Higher Education Services Office

Table 4 Get Ready! Educator Evaluation

20 Responses

Question:	*Yes*	*No*	*N/A*	*Blank*
Aware of program goals and objectives of the program.	68%	23%	7%	2%
Students have shown some improvement in class performance.	37%	36%	9%	8%
Students have shown some improvement in school attendance.	37%	36%	4%	23%
All students can benefit from participating in the Get Ready! Program.	91%	9%	0%	0%
Would like to volunteer.	14%	18%	45%	23%

Source: Minnesota Higher Education Services Office

MINITEX Library Information Network

MINITEX Expands Access to Library Resources

More information on the internet: www.mheso.state.mn.us
Click: Administrators and Researchers/Collaborations and Networks/MINITEX

The MINITEX Library Information Network (MINITEX) is a publicly supported network of academic, public, state government, and other special libraries working cooperatively to improve library service by making library resources accessible to residents around the state.

The mission of MINITEX is to enhance the effectiveness and efficiency of participating libraries by expanding their access to local, state, regional, national, and international information and by sharing library resources, including collections, bibliographic records, and locations, through conventional and innovative procedures and technologies.

MINITEX provides students, scholars, and residents of Minnesota and its contiguous states cost effective access to a wide range of library resources and information, including cooperative licensing and access to electronic resources.

MINITEX fulfills its mission through five major activities:

- document delivery;
- use of electronic information technologies to provide online access to bibliographic and full- text databases;
- creation and maintenance of a union list of serial holdings of participating libraries;
- common data base of participants' books and nonprint holdings through participation in a national program of online shared cataloging; and
- Minnesota Library Access Center, a repository for important, but little used, materials owned by Minnesota libraries.

Now in its 31st year, MINITEX involves more than 200 libraries.

In addition, MINITEX provides four secondary services on a reimbursement basis. These services are cooperative purchasing, periodical exchange, supplemental cataloging, and a reference service.

Now in its 31st year, MINITEX involves more than 200 libraries in Minnesota, North Dakota, and South Dakota. The MINITEX office is located in the Andersen Library on the University of Minnesota–Twin Cities campus and provides access to the collections of the University and other participating libraries in the region. MINITEX has a reciprocal arrangement with the Wisconsin Interlibrary Services at the University of Wisconsin–Madison campus and University of Illinois, Champaign/Urbana. Efficient and cost effective access to information is supported by overnight delivery of materials to most participating libraries in Minnesota, North Dakota, and South Dakota.

The Higher Education Services Office determines general policies for MINITEX, sets its goals and objectives, and defines service with the advice of an advisory committee. The Services Office contracts with the University of Minnesota-Twin Cities for MINITEX services and with the Office of Library Development and Services of the Minnesota Department of Children, Families and Learning and North and South Dakota to serve other libraries.

Highlights

MINITEX has used recent increases in appropriations to meet the challenges of the 21st Century by enhancing its services to students, faculty and residents. Basic services have undergone transformation to take advantage of the Internet and World Wide Web. To increase access to on-line journals by students, faculty, scholars and residents, MINITEX has added significant enhancements in the use of electronic information technologies. The legislative intent for a significant portion of the Fiscal Year 2000-2001 appropriation was to provide the best possible access to library resources across the educational spectrum including K-12, higher education, and public libraries.

In Fiscal Year 2000, MINITEX:

- Used part of the appropriation increase to provide access to electronic information resources, including purchasing license agreements for the content of online data

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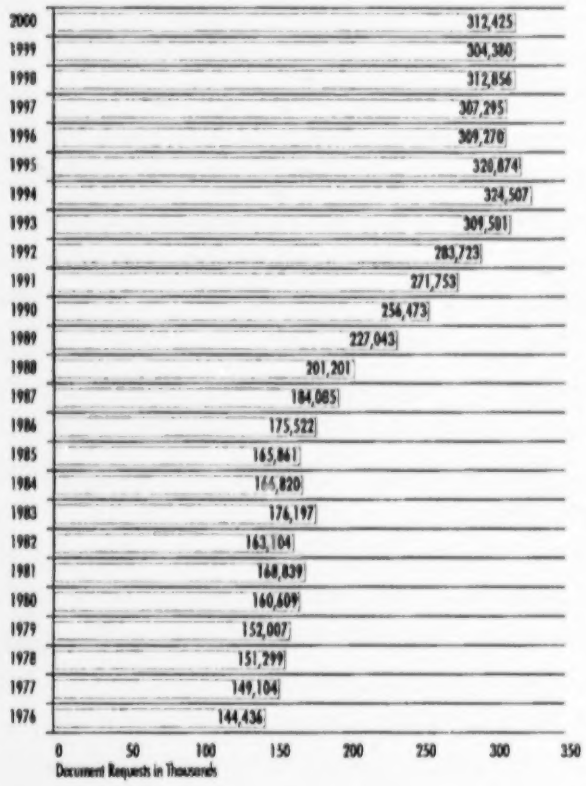
bases and journals. This initiative resulted in MINITEX:

- Negotiating a statewide license agreement with the Gale Group which provides online access to 12 different data bases (this agreement includes access to general interest magazines, reference books, and articles from some newspapers) for all Minnesota academic, public, and K-12 school libraries);
- Negotiating a statewide contract with the Bell and Howell Company providing access to recent articles in the *New York Times*, the *Wall Street Journal*, the *Washington Post*, the *Los Angeles Times*, and the *Minneapolis Star Tribune*; and
- Extending access to more than 5,000 electronic books as well as holding workshops on e-book technology and content.

- Responded to 312,425 requests for photocopies of articles or book loans, as shown in Figure 14. MINITEX staff filled 143,491 of these requests with photocopies and loans from the University Libraries and 8,974 from the Minneapolis Public Library. A total of 152,65, or 49 percent of the requests, were filled by staff within a day or two after receipt. Remaining requests were referred to other libraries in and outside of the three-state region.
- Provided more than 56,000 photocopy articles from original print copies and transmitted them via the Internet to libraries.
- Responded to 1,328 reference questions from Minnesota public libraries under the Services Office contract with the Office of Library Development and Services.
- Recycled 2,206 periodicals among libraries that needed back journals or copies of reference books. The service was shut down for three months during the move of the MINITEX Offices to the new Andersen Library and the Minnesota Library Access Center.
- Provided phone support, training sessions, and administrative assistance to 200 libraries using on-line cataloging services. This service included providing expert advice to staff in K-12 schools and public libraries needing assistance to convert their records to machine-readable form ready to load in on-line automated systems.

Figure 14 | MINITEX Document Delivery Statistics

Fiscal Years 1976-2000



Source: Minnesota Higher Education Services Office

- Provided a supplemental cataloging service on a cost recovery basis to 13 state government and seven other MINITEX libraries.
- Coordinated the MINITEX overnight courier delivery service among over 100 libraries in three states, providing daily delivery of books being loaned and returned as well as photocopies, videocassettes, audio cassettes, and other media.
- Provided cost savings to participating

MINITEX provides cost savings to participating libraries.

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academic, public, government, K-12 school libraries through a cooperative purchasing program.

- Funded access to online data bases that had 4,930,563 hits.
- Moved into the Andersen Library and began receiving and providing materials sent for storage at the Minnesota Library Access Center. More than 120,000 items were sent to the Access Center between February 2000 (when it opened for business) and the end of Fiscal Year 2000.

Recommendations:

Initiatives to Increase Access to Online Resources

Initiatives to help maintain quality of document delivery service.

The Services Office and Services Council recommend the following initiatives for MINITEX for the 2002-2003 biennium:

- **an increase of $250,000 in Fiscal Year 2002 and $175,000 in Fiscal Year 2003 to maintain the quality of the document delivery service.** The number of items exchanged or shared by academic and state agency libraries through the MINITEX delivery system increased four percent from Fiscal Year 1999 to Fiscal Year 2000, and the increase in demand is expected to continue as MnLINK is used increasingly. These funds would be used to purchase more equipment and software to expand the electronic delivery of materials to more libraries and to enable MINITEX to begin sending electronic copies directly to the library patron following the pilot test of direct delivery to patrons scheduled for early 2001. MINITEX will be able to deliver more materials and to do it more quickly.
- **an increase of $1,550,000 for access to online resources for each year of the 2002-03 biennium.** This includes:
  - $750,000 for additional licenses to the increasing number of online journals and periodicals, especially in science and technology fields. Typically, online journals and periodical licenses are available for groups of journals rather than for one journal at a time, and price discounts may be negotiated for groups of libraries. The Fiscal Year 2000 and 2001 appropriations, in collaboration with funding from the Minnesota Department of Children, Families, and Learning, have afforded statewide licensing to online journals and periodicals for academic, public, and K-12 school libraries at discounted prices. However, science and technology journals are typically the most expensive types of journals online. As publishers move to online periodicals, sharing those resources beyond a specific campus is permitted only if a multi-campus or statewide contract is negotiated. This funding would help to maximize access to this growing resource while minimizing the cost to Minnesota and its libraries.
  - $500,000 to purchase electronic books in science, medical, and technical fields is being requested for each year of the biennium. This would quadruple MINITEX's current small collection of electronic books available to residents statewide. This investment would provide permanent access to books in electronic format and would minimize staffing or delivery network costs to MINITEX while increasing availability of shared materials.
  - $300,000 to subscribe to the OCLC Collection, a global catalog of library holdings for all Minnesotans, along with several databases that include journal table of contents and magazine article citations. Included in this annual subscription would be Net First, a database describing and linking to high quality Internet-accessible resources. This database enables users to identify the source (author or sponsoring organization) and subjects of websites and then to link directly to them. This resource assists patrons in being self-sufficient in selecting and accessing Internet and other global materials efficiently.

These initiatives total $1,800,000 in Fiscal Year 2002 and $1,725,000 in Fiscal Year 2003 — above the annual adjusted base funding level of $4,518,000.

Library Planning Task Force

Introduction and Background

The Library Planning Task Force was established by the 1994 Legislature to coordinate library planning in Minnesota. The Minnesota Higher Education Services Office (MHESO) is responsible for the work of the task force. The original legislation charged the task force with reviewing plans for proposed library projects that called for state appropriations.

Highlights

The Task Force was authorized by the 1994 Legislature and will end at the end of June 2001. Since its inception, the task force has:

- adopted a vision statement for library and information services in Minnesota;
- developed and implemented an application process for library construction and/or technology projects;
- received applications from 11 institutions (including public libraries);
- received and accepted a vision statement for extended campus library services that was adopted by the MINITEX Advisory Committee;
- reviewed and made recommendations on the sources of funding for libraries; and
- developed and begun implementing plans for a statewide online library information system (MnLINK).

More information on the internet: www.mheso.state.mn.us
Click: Administrators and Researchers/Collaborations and Networks/MnLINK

Statewide Online Library Information System (MnLINK)

During Fiscal Year 1995, it became apparent that a number of major academic libraries including those of the University of Minnesota, of MnSCU and other institutions using the MnSCU/PALS automated system, members of the Twin Cities Cooperating Libraries in Consortium (CLIC), and possibly some metropolitan area public libraries needed to upgrade their current online systems (such as LUMINA and PALS) within the next few years. It appeared feasible for these systems to adopt a common automated system that could provide the foundation for a statewide system. If a common system was not adopted during this period, the libraries would be required either to upgrade their current systems or to purchase new systems to meet their immediate needs, and the move to a statewide system would be delayed until the next generational change in these online library systems.

The 1996 Minnesota Legislature authorized MHESO to coordinate the process for developing a statewide, online information system for libraries in partnership with the Library Planning Task Force. MHESO and the Task Force developed a plan for a statewide system including a proposed implementation time line, technical standards, a draft request for proposal, a governance structure, and a budget.

MnLINK℠
Minnesota *Electronic Access to Information* Library Information Network Project

Subsequently, the 1997 Minnesota Legislature appropriated $12 million to MHESO to implement the plan for MnLINK, the Minnesota Library Information Network. This activity is ongoing and is being done in cooperation with the Library Planning Task Force. MnLINK will include (1) an Integrated Library System serving the University of Minnesota, Minnesota State College and Universities System, and state government libraries as well as interested public, private college, school, and not-for-profit libraries; and (2) a common services Gateway creating links to the Integrated Library System for public, school, academic, and not-for-profit libraries using other compatible systems.

In Fiscal Year 1998, a request for proposals (RFP) for both parts of the project was issued, and vendors responding to the RFP were evaluated with the assistance of a vendor evaluation team and a number of functionally-focused working groups. A contract was reached with the Online Computer Library Center, Inc. (OCLC) for the Gateway portion of the project,

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and the ability to search across the original 20 Gateway sites is now available. Because OCLC was unable to provide the online user-activated interlibrary loan capacity required for the Gateway, MnLINK has reviewed options for providing this feature and is seeking authorization to release a new RFP.

By Fiscal Year 1999, it became clear that the vendor selected in 1998 for the Integrated Library System was experiencing significant delays in the development of the system MnLINK wished to implement. In addition, with the passage of time, MnLINK libraries had became aware of technological changes that they wished to consider. Consequently, it was agreed that the most productive action would be to issue a new RFP for the MnLINK that reflected these considerations.

Negotiations under way for Integrated System vendor.

A new RFP for the Integrated Library System portion of the MnLINK Project was released in February 2000, and an apparent, successful vendor was selected in September 2000. The MHESO and MnLINK began negotiating with Ex Libris-USA in the fall 2000. Ex Libris has installations at the University of Iowa and the State University of New York System and recently was selected to provide the library automation system at Harvard University. The goal is to have the evaluation test sites for the Integrated Library System up before the end of 2002.

The MnLINK governance structure approved by the Library Planning Task Force is being implemented during Fiscal Year 2001. The structure includes (1) user groups for the different types of Integrated Library System functions (such as circulations, cataloging) to serve as a forum for working librarians to discuss functional issues, (2) two Operations Committees, one for the Integrated Library System and another for the Gateway to advise on policies and issues for their respective parts of the MnLINK System, and (3) a MnLINK Policy Advisory Council which would receive recommendations of the Operations Committees and would serve as the advisory group to the MnLINK Executive Director and MHESO for MnLINK planning, fee structure and budgeting.

Operational budgets for both parts of MnLINK and a funding formula for the Integrated Library System are being finalized as the Integrated Library System comes closer to implementation.

In Fiscal Year 1999, the Legislature appropriated $450,000 for each year of the 2000-2001 biennium to cover the operational cost of the common services Gateway. The Gateway provides a broad public service as a statewide resource allowing Minnesota residents to access library and information at libraries throughout the state.

Representatives of University of Minnesota, Minnesota State College and Universities System, state government, public, private college, and school libraries have participated throughout the vendor selection process and in the implementation planning for the MnLINK Gateway and the MnLINK Integrated Library System.

Minnesota Education Telecommunications Council

Helping Meet Educational Needs of Minnesotans

The Learning Network of Minnesota provides access to educational programs and library resources through telecommunications technology. The Network is constantly evolving, using new technologies and configurations that best meet the educational needs of Minnesotans.

The 1993 Minnesota Legislature funded the development of a statewide telecommunications network to connect public post-secondary education institutions around the state. It also established the Higher Education Telecommunications Council (HETC) to provide statewide leadership and vision for the new Learning Network.

In 1995, HETC became the Minnesota Education Telecommunications Council (METC), and the Learning Network was expanded to include K-12 education and libraries. The Legislature appropriated funds for telecommunications access grants to connect public school districts and public libraries to the Network.

In Minnesota, the development of educational networks has been largely a grassroots effort sprung from local needs throughout the state. The Learning Network is a collaborative between state and local leadership.

Statewide leadership. The Network is managed by the METC, a 25-member board which includes representatives of K-12 education, higher education, public libraries, the Minnesota Legislature and state agencies. The METC awards grants to six higher education telecommunications regions, which maintain links among post-secondary institutions as well as between those institutions and public school districts and libraries. The Council encourages collaboration with other community, state, and regional initiatives. In addition, the METC promotes interoperability and efficiency through its recommendations concerning infrastructure investments, governance and technical standards.

Local leadership. The Learning Network is made up of six higher education regions and eight K-12/library clusters. They provide and coordinate opportunities for distance learning as well as access to library resources and the Internet. In many regions, K-12, libraries, and higher education operate joint video user support services and share infrastructure.

More information on the internet: www.mheso.state.mn.us
Click: Administrators and Researchers/Collaborations and Networks/Telecommunications Council

Financing. The Learning Network is financed through state appropriations. The Higher Education Services Office serves as fiscal agent for the higher education portion of the Network and staffs the METC. Member higher education institutions provide a 10 percent match of regional grants for ongoing operational costs and to support planning and coordination. The Department of Children, Families and Learning is fiscal agent for the public school districts and library portion. Beginning in Fiscal Year 2001 and Fiscal Year 2002, the K-12 funds are allocated directly to school districts in the form of categorical aid.

Higher Education Highlights

During the 1999 session, the Minnesota Legislature appropriated $5,178,000 each year of the biennium for the higher education portion of the Learning Network. That money was used for expanding the Network's capacity, deploying new technologies, introducing new services such as video and voice over the data network, and upgrading or replacing existing equipment. Below are examples of how this investment increased access to educational opportunities across the state.

- Over 1,000 college courses are offered over the Learning Network each year.
- The metro, central, southwest and northeast regions are using the regional infrastructure for wide area network applications such as e-mail accounts for students, web courses, WebCT support, desktop video, administrative support, and emerging voice services.

  SHOT, the Southwest Telecommunications Region, partners with the Minnesota State Colleges and Universities to expand data bandwidth capacity to its member institutions in addition to the bandwidth used to support interactive video services. SHOT also supports

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video and voice services over the data network. For example, staff at one campus can make phone calls to staff at another campus over the data network, thus avoiding long distance costs. The servers also support people using their PCs to have multi-point video conferences. Plans are being made to initiate streaming video and audio services that would support distance learning activities.

- Higher education regions are connecting to private colleges, business and industry sites, correctional institutions, school districts, libraries, courthouses, and medical facilities on a daily basis.

  In the Northwest, a community college student who is recovering from burns used the Network to meet with his St. Paul physician. The Minnesota Extension Service holds 4H meetings at various college and high school sites. Grade school students in Crookston go to the University campus a few times a year to participate in electronic field trips to the Minnesota Historical Society, NASA and the annual University of Minnesota–Twin Cities Bell Live program. Connections between K-12 schools and higher education institutions provide opportunities for college faculty to consult with K-12 teachers who are serving as adjunct faculty for certain college programs.

The 1999 investment increased access to educational opportunities statewide.

- Adults and high school students are taking college courses from their home communities.

  Marvin Windows and Polaris employees are taking graduate business courses from Minnesota State University, Moorhead at their local high school in the evening. Northland Community and Technical College offers math and composition courses in Roseau and Karlstad. Bemidji State University is offering teacher education and nursing courses at numerous sites across northern Minnesota.

- University of Minnesota and Minnesota State University campuses are offering joint degree programs.

  The University of Minnesota-Crookston and Bemidji State University collaborate on the Early Childhood Education degree and the law enforcement emphasis of the Natural Resources degree offered at Crookston. Southwest State University also has numerous joint degree programs with the University of Minnesota. Examples include the Agronomy degree and the Hotel, Restaurant and Institutional Management degree from the Crookston campus.

- Community and Technical College campuses are sharing faculty and pooling students in common sections.

  Northwest Technical College shares courses in accounting, medical insurance, health information, anatomy and physiology, library information, management, hematology and physiology between its five campuses. Fergus Falls Community College and Northland Community and Technical College cooperate in physics, language and calculus courses. Minnesota West College and Ridgewater College share a variety of courses.

- Institutions are using technology to meet staffing needs. Colleges are hiring adjunct faculty who teach from their home communities via distance video.

  Bemidji State University faculty frequently use the network to teach courses to Arrowhead Community College students. The University of Minnesota–Crookston uses faculty from the campus in St. Paul for animal science and rhetoric courses.

Recommendations:

Proposed Funding to Address Infrastructure and Modernization Needs

For higher education, the Minnesota Education Telecommunications Council is proposing – and the Services Office and Services Council have endorsed – **an increase of $1.5 million for each year of the 2002-03 biennium to address infrastructure and modernization needs**. These additional funds would pay for infrastructure maintenance and replacement, upgrades to newer technologies, network management costs, and rate increases.

Consumer Protection

To provide consumer assistance and protection for students and prospective students, the Minnesota Higher Education Services Office is responsible for administering two regulatory laws. They are *Minnesota Statutes*, Chapter 136A.61-136A.71 (Private Institutions Registration) and *Minnesota Statutes*, Chapter 141 (Minnesota Private Career School Act).

These laws provide quality control and consumer protection by assuring that private post-secondary institutions meet state standards in order to operate legally in Minnesota. State oversight protects prospective students from schools that collect tuition money fraudulently, "diploma mills" that sell degrees without offering legitimate learning opportunities, and schools that lack sufficient expertise or financial resources to develop and maintain adequate educational programs. Both statutes require institutions to have a contingency plan to protect student records in case of closure. When the Services Office receives information that state standards are not being met, an investigation is initiated and legal action can be taken to protect students if necessary.

The two laws have similar objectives, but specific requirements differ depending on the type of institution:

- The Private Institutions Registration (PIR) statute applies to private, non-profit institutions and other institutions which grant degrees or use the terms "academy," "college," "institute," or "university" in their names. The law also applies to out-of-state public institutions offering programs in Minnesota. These institutions must register with the Services Office and receive approval for each degree they intend to offer.
- The Private Career School Act applies to for-profit schools and organizations that provide occupational training to individual students unless they qualify for an exemption under the law. These institutions must be licensed.

The Private Institutions Registration legislation was adopted by the 1975 Minnesota Legislature at the request of the Higher Education Coordinating Board, and this office has been responsible for implementation since it was enacted. In October 2000, 80 institutions were registered and 53 approved to offer degrees.

More information on the internet: www.mheso.state.mn.us
Click: Administrators and Researchers/Institutions

The Private Career School Act derives from legislation enacted in 1968 and administered by the Department of Education until responsibility was transferred to the Coordinating Board in 1992. In October 2000, there were 64 licensed career schools.

Highlights:

- The Private Career School Act was significantly revised by the 1999 Minnesota Legislature, and new rules were adopted to take effect in July 2000. The new provisions reduce reporting and approval requirements for schools that have shown they meet certain performance standards; this allows more attention to be paid to schools that are new or have had problems. The Services Office now is allowed to assess financial penalties to schools that are in violation of licensure requirements. Previously, the only action that could be taken was to terminate a school's license. Other changes update standards and review processes so that they address electronic information and distance education providers.

Private Career School Act revised, new rules adopted.

- As part of the 1999 legislation, the Services Office was directed to conduct a study of for-profit education and training providers that offer "accelerated custom-designed training courses" or courses offered through the Internet and other electronic means. The 1999 Private Career School Act was judged to provide appropriate protection for individual consumers attending courses sponsored by career training firms as well as traditional career schools.

  One recommendation from this report is to provide more information on opportunities for Minnesota residents to learn skills needed for information technology careers. A second recommendation is to develop consumer information on types of questions prospective students could ask all educational providers, especially out-of-state providers offering instruction via the Internet.

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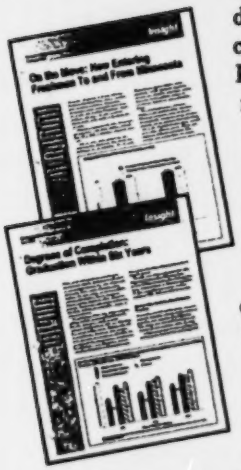
Collection & Maintenance of Data



The Higher Education Services Office (HESO) maintains or coordinates statewide post-secondary data, including statewide databases and data files. These databases and files serve as the source for both current and historical trend information. Information is made available in standard reports such as the annual Basic Data Series as well as topical reports in a periodic newsletter, *Insight*. In addition, ad hoc requests for enrollment and trend information are addressed annually using these databases. HESO also serves as the IPEDS (Integrated Postsecondary Education Data System) coordinator for the National Center for Education Statistics (NCES). Under this program, interrelated surveys to collect institution-level data in such areas as enrollments, graduation rates, program completions, faculty, staff, finances, and academic libraries, are processed with the assistance of this agency. The results of these surveys for over two decades are available.

Highlights:

Major Databases Focus on Student Enrollments, Degrees Conferred, Reciprocity

Major databases and files maintained by the Services Office include:

Student Enrollment Record Database

- Contains one record per student per enrollment as of 10th day of fall term. (Approximately 300,000 records per year since 1983; currently 3.2 million records.)
- Can be directly linked to Degrees and Awards Conferred Database.
- Includes basic demographic information plus data related to enrollment, such as: institution, number of credits, major, full-/part-time status.
- Used to produce basic reference document for Legislature, systems, institutions.
- Also used to conduct analysis on such issues as: student transfer patterns across systems/institutions, persistence/retention, patterns of geographic origination and distribution.

More information on the internet: www.mheso.state.mn.us

Click: Administrators and Researchers/Institutions

Degrees and Awards Conferred Database

- Contains one record per student per award for each academic year (30,000-40,000 records per year since 1994).
- Can be directly linked to the Student Enrollment Database.
- Includes basic demographic information plus data related to each award, such as: date of award, institution, major/program, award type.
- Used to produce basic reference on number and types of degrees and awards in Minnesota higher education.
- When linked with Student Enrollment Database, may be used to calculate progress measures such as graduation rates and time-to-completion.

Reciprocity Datafile

- Contains one record per student per enrollment on a reciprocity basis. Includes students from other states enrolled in Minnesota public institutions and Minnesota students enrolled in states with which Minnesota has a reciprocity agreement (25,000-30,000 records per year).
- Includes state of origin, institution of enrollment, high school graduation year, Minnesota county of origin, date of birth, student level for current year only.
- Used to produce basic reference information on reciprocity enrollment trends and report geographic and institutional distribution of enrollments.

Other Data Sources

- The Services Office also collects data in the normal operation of its financial aid programs. These data typically have three purposes: to manage the flow of funds and awards associated with the programs, to provide annual summaries of program activities, and to evaluate proposed program changes and project spend-

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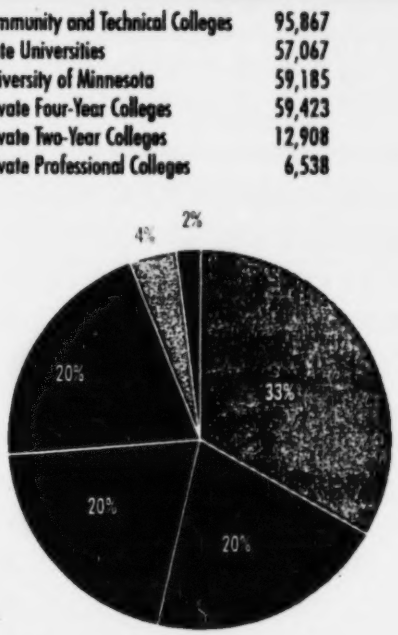
ing as part of the appropriations process. The Services Office conducts a biennial survey of financial aid from all sources received by undergraduates of Minnesota post-secondary education institutions.

- The Services Office has records of various IPEDS surveys on file from Minnesota post-secondary institutions, such as the Completion and Graduation Rate Surveys, from 1995 to present.

Access to Data Via Agency Website

- Information contained in these databases and files is continually posted and updated on the agency website for use by other agencies, post-secondary institutions, the Legislature, and independent researchers.
- Reports, tables, and graphics can be instantly downloaded in portable formats for use elsewhere.
- The agency maintains a web based report generator which provides customized tables on enrollment in Minnesota public and private post-secondary institutions from 1990 to present.

Figure 15 Preliminary Fall 2000 Headcount Enrollment



Source: Minnesota Higher Education Services Office

Current Initiatives

The Services Office is continuing to explore ways to share data and collaborate with other agencies and organizations.

- By constantly improving and adding data to the agency website, the Services Office is helping ensure post-secondary data will become more easily accessible to a larger audience.
- The Services Office is collaborating with the Department of Children, Families and Learning, linking its Minnesota High School Follow-Up Survey with the Office's Student Enrollment Record Database. This relationship will address relationships between post-secondary enrollment rates and socio-economic factors in Minnesota.
- The Services Office maintains a close, formal relationship with the National Center for Education Statistics in Washington, D.C. and is working with that organization on national standards for data definition, collection, and dissemination.

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Federal Programs and Related State Program

Services Office Administers Federal Programs of Statewide Purpose

The Higher Education Services Office administers federal funds under several programs. These include the Dwight D. Eisenhower Professional Development Program and the Learn and Serve America Higher Education Program, which are highlighted in this section. In addition, the Services Office administers a grant under the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), which is described in Section 3 on Student and Parent Information, and the Leveraging Educational Assistance Program (LEAP) funds, which are used to match State Grant Program appropriations.

Dwight D. Eisenhower Professional Development Program:

Staff Development Provided for K-12 Teachers

The program provides financial assistance to help K-12 teachers and other staff gain access to professional development in core academic areas. The Eisenhower Professional Development Program (Title II of the Improving America's Schools Act of 1994, P.L. 103-382) is the reauthorized version of the legislation

More information on the internet: www.mheso.state.mn.us

Click: Administrators and Researchers/Collaborations and Networks/Grants to Institutions

enacted originally in 1985 to expand professional development opportunities for mathematics and science educators.

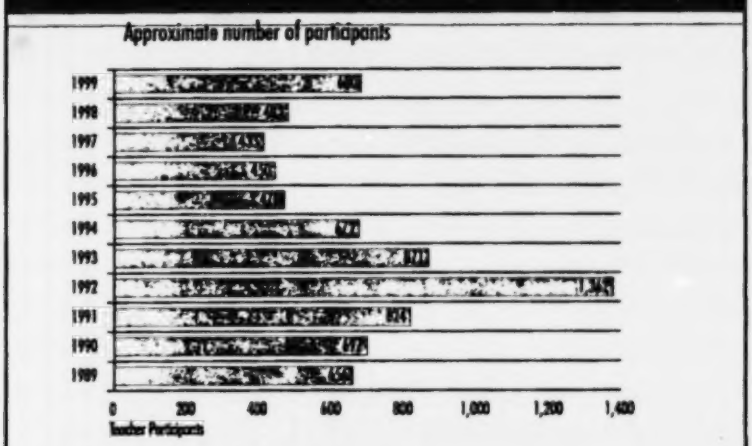
In the revised legislation, the first $250 million appropriated for professional development is reserved for mathematics and science education. Any additional funding may be used for other core curriculum areas. As the federal government's largest source of support for improving instruction, funds support access to sustained and intensive professional development that enables teachers to keep current in their subject and learn innovative strategies for presenting their material effectively in the classroom.

Highlights:

$8.9 Million Awarded to Higher Education Institutions, Non-Profit Organizations

- In the first 16 years of the program, 1985 through 2000, $8.9 million was awarded in grants to higher education institutions and non-profit organizations. With those funds, 293 grants were funded to support professional development that is sufficiently sustained, intensive, and of high quality to have a lasting and positive effect on the teachers' classroom performance. Approximately 8,000 K-12 teachers participated in projects designed to improve teaching and learning of all children, as shown in Figure 16.
- With Eisenhower funds, Minnesota's higher education institutions and non-profit organizations have been actively involved in education reform efforts to implement the Minnesota Graduation Standards. Projects are designed to strengthen instructional practices that allow teachers to adapt content and strategies to their classroom needs. Classroom instruction has been improved through project efforts focused on enhancing mathematical reasoning; making connections between science, mathematics and other subject areas; exploration of core concepts embedded in interactive applications; and

Figure 16 Eisenhower Higher Education Program



Source: Minnesota Higher Education Services Office

enhancing the range of supports available for student success.

- For 1998-1999, Minnesota received $4.8 million. The Minnesota Department of Children, Families and Learning and local school districts administered 84 percent of the state's allocation for improving teaching and learning of all children. The Services Office received 16 percent of the Eisenhower funds.

  Seventeen grants totaling $629,393 were awarded to seven higher education institutions. The recipients were: University of Minnesota – Twin Cities (six grants), St. Cloud State University (three grants), the College of St. Scholastica (three grants), Bemidji State University (two grants), the University of St. Thomas, Macalester College, and Hamline University.

  Grants were awarded competitively based on demonstrated effectiveness in providing professional development focused on discipline-based knowledge and effective subject-specific pedagogical skills.

  One project at St. Cloud State University focused on pre-service initiatives to improve mathematics teacher education programs in order to promote further innovations within the University to better meet the needs of elementary and middle schools for well-prepared teachers. Three projects – University of Minnesota-Twin Cities, Macalester College, and the University of St. Thomas – focused on professional development in the core subject areas of foreign language, geography, and history. The project at Hamline University was designed to promote reading proficiency by giving teachers the skills they need to diagnose difficulties students may encounter in acquiring reading skills and concepts. The 12 remaining projects focused on teacher in-service professional development in mathematics and science.

- For 1999-2000, Minnesota received $4.9 million. The Services Office received 16 percent, $774,444 of these funds. With these funds, 27 grants were awarded to 12 higher educations institutions and one nonprofit organization in January 2000. Seven grants were awarded to the University of Minnesota-Twin Cities, five grants were awarded to Bemidji State University, two grants were awarded to Southwest State University, the College of St. Scholastica, the University of St. Thomas and St. Cloud State University. Also receiving grants were the College of St. Benedict/St. John's University, the Science Museum of Minnesota, St. Mary's University of Minnesota, Ridgewater College-Hutchinson Campus, Augsburg College, Macalester College, and Hamline University.

- This was the first year that the Minnesota higher education program targeted support for paraprofessionals, especially those assigned to students who are most at risk of failing to meet the state's performance standards. This funding focus was emphasized because paraprofessionals are often called on to provide instruction to children most in need of academic assistance. Paraprofessionals will participate in projects funded at three sites (Ridgewater College, Bemidji State University, and Augsburg College).

- Minnesota's higher education Eisenhower program was the subject of a January 2000 feature story in *Impact*, a new U.S. Department of Education publication. This publication on professional development and evaluation highlighted the components of the Minnesota program that promote classroom implementation of the new knowledge and skills obtained by teachers in the funded projects.

  For 2000-2001, Minnesota received $4,772,080. The Services Office received 16 percent, $763,533 of the funds, and grants will be awarded in January 2001. Proposals are to focus on sustained and intensive high quality in-service programs in the "core academic subjects" identified under Goals 2000. The funding formula requires that primary emphasis be placed on mathematics and science. To support state efforts to implement the Minnesota Graduation Standards, the other core academic areas that will be supported by the Eisenhower Program are English as defined by Minnesota Graduation Standards Learning Area #1 (Read, Listen, and View) and Social Studies subjects as defined by Learning Area

#5 (Inquiry and Research), and Learning Area #7 (Social Studies).

Learn and Serve America Higher Education Program

Program Supports Innovative Community Service Programs

This program, part of the National and Community Service Trust Act of 1990, supports innovative community service projects carried out through institutions of higher education, acting as civic institutions, to help meet the educational, public safety, human, and environmental needs of neighboring communities. Learn and Serve America supports efforts to make service an integral part of the education and life experiences of college students.

Highlights:

- For 1999-2000, in collaboration with Minnesota Campus Compact, the Services Office received a third-year award of $144,000 to build on the existing two-year grant of $324,000. The funding focused on developing or enhancing a high-quality, systemic approach to effectively use community service work study resources to increase the quality, impact, and sustainability of service learning and campus-community collaboration initiatives. Six institutions and one nonprofit organization (Central Lakes College, College of St. Catherine, Hamline University, Macalester College, University of Minnesota – Morris, University of St. Thomas, and the University YMCA) received continuing grant awards focused on innovative work-study initiatives to strengthen relationships with community partners, to increase the number and capacity of student leaders, and to improve institutional support and infrastructure for service learning.

Minnesota Post-Secondary Service Learning Program

State Funds Support Campus Community Collaboration

The 1999 Minnesota omnibus higher education act included $230,000 for the biennium to support campus-community collaborations that addressed significant, long-term community problems and enhanced students' academic and civic development. The 1999 funding continued support for the higher education service learning programs started by the Youth Works legislation passed in 1993.

To improve the quality, impact, and sustainability of existing service learning or campus-community collaboration initiatives, five Quality Improvement Grants were awarded to: the College of St. Catherine, the Youth Farm and Market Project, Hibbing Community College, Sabathani Community Center, and the Minnesota Justice Foundation.

In the Integrating Service with the Academic Study category, four grants were awarded to: Minneapolis Community and Technical College, ARC of Hennepin County, and the University of Minnesota (2 grants).

To help begin new service-learning and campus-community collaboration initiatives, three Start-up Program grants were awarded to: Fergus Falls Community College; Central Lakes College and the American Indian Research Policy Institute and Metropolitan State University.

To assist the Federal Learn and Serve America grant recipients and the state Post-Secondary Learning recipients, the Minnesota Campus Compact serves as primary trainer, technical assistance provider, and program evaluator. The Compact is a coalition of 47 college and university presidents that seeks to encourage student and institutional involvement in community and public service.

Recommendations:

Funds Requested to Expand Service Learning/Campus-Community Collaboration

The Higher Education Services Office and Services Council are proposing an increase of $260,000 each year of the biennium for greater post-secondary participation in service learning/campus-community collaboration.

Minnesota Higher Education Services Council Members

Ralph Brown, St. Paul

Fue Heu, Burnsville

Mary Thun, Excelsior

Ronald McKinley, Marine on the St. Croix

Aaron Street, Minneapolis

Donald Sudor, Rochester

John Testa, Maple Grove

Kathleen Vellenga, St. Paul

Minnesota Higher Education Services Office

Robert K. Poch, Director

Joint Vision Statement
Minnesota Higher Education Services Office and Services Council

Our services enable Minnesota to provide access for people who seek post-secondary education to achieve personal goals and contribute to the educational, cultural, civic, and economic advancement of the state and nation.

Mission Statement
Minnesota Higher Education Services Council

The Minnesota Higher Education Services Council promotes better futures through giving recommendations and advice to develop an educated community. We advance the public interest by providing access to post-secondary education for the people of Minnesota.

Mission Statement
Minnesota Higher Education Services Office

Through our advocacy and actions, we work to:

- achieve student financial access to post-secondary education;
- enable students to choose among post-secondary educational options;
- protect and inform educational consumers;
- produce independent, statewide information on post-secondary education; and
- facilitate interaction among and collaborate with organizations that share responsibility for education in Minnesota.

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